|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | | |  | **Subject**  Allison Searfus | |
|  | | Examining Government Control and Cultural Resistance Through Prohibition |  |  | Social Studies |
|  | |  |  |  |  |
| **Lesson Title** | | |  | **Age/Grade Level** | |
|  | | Reaction and Resistance to Prohibition (Day 3) |  |  | 10th Grade |
|  | |  |  |  |  |
| **Purpose/Rationale for lesson:** | | |  | **Estimated Lesson Time** | |
|  | | To investigate methods of resistance which emerged from the American people’s reaction to prohibition. |  |  | 90 minutes |
|  | |  |  |  |  |
| **Curriculum Framing Questions:** | | | | | |
| *Essential Question:* | | | | | |
|  | | •What level of control should the government have over its citizens? | | | |
| *Unit Question:* | | | | | |
|  | | • How was government control resisted during prohibition? | | | |
| *Lesson or Content Question(s):* | | | | | |
|  | | • What methods did society employ to resist and undermine the law? | | | |
|  | |  |  |  |  |
| **Goal:** | | | | | |
|  | | • Students will understand that a consequence of government control is cultural resistance. | | | |
|  | |
|  | |  |  |  |  |
| **Learning Objective(s):** | | | | | |
|  | | • Students will gather and critically reflect on why certain images represent the American people’s response to prohibition. | | | |
|  | | • Students will be able to identify the importance of context in research. | | | |
|  | | • Students will work with classmates to create a WANTED poster for one group which resisted prohibition  • Students will be able to share with the class what they know about their resistance group. | | | |
|  | |  |  |  |  |
|  | |  |  |  |  |
| **Curriculum Standard(s):** | | | | | |
|  | | • **SS.HS.HS.06** Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900 |  |  |  |
|  | | • **SS.HS.HS.06.01** Identify and understand the effects of 19th century reform movements on American life in the early 20th century. | | | |
|  | |  |  |  |  |
|  | |  |  |  |  |
| **Background Knowledge or Skills Students Need Prior to Lesson:** | | | | | | |
|  | | • Knowledge of the Temperance movement, and the 18th amendment. | | | | |
|  | | • Knowledge of the pro- and anti-prohibition points of view during the early 20th century. | | | | |
|  | | • Know what is meant by the terms: prohibition, ethanol, alcohol, spirits/liquor. | | | | |
|  | | • Computer and researching skills | | | | |

|  |  |  |
| --- | --- | --- |
| **Materials** | |  |
|  | • Document 1: Two charts from the Ohio State University Temperance and Prohibition page | • Scissors |
|  | 1. *Production of Malt Beverages in the U.S.*   <http://prohibition.osu.edu/brewing/images/BeerProduction1.gif> | • Glue or Tape |
|  | 1. *U.S. Apparent Consumption of the Drinking Age Population in Gallons per Year, 1850-1983*   <http://prohibition.osu.edu/brewing/consumption.cfm> | • Sample WANTED posters: |
|  | • Document 2: Brief overview of “Bypassing the Law” from: McDonnell, J. (1995.) *America in the 20th Century,* New York: Marshall Cavendish Corporation, pages 395-397. | <http://www.flickr.com/photos/seattlemunicipalarchives/3424331348/lightbox/> |
|  | • Computers | <http://upload.wikimedia.org/wikipedia/commons/3/35/John_Wilkes_Booth_wanted_poster.jpg> |
|  | • At least one printer | <http://store.ushistory.org/showitem.asp?iid=223> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedures:** | | | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | | **Time** |
| **Previous Day's Homework** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing, Understanding* | | N/A |
| **Teacher is:** | | **Student is:** | | |
| * Giving half the class Document 1 and half the class Document 2 and asking them to analyze the documents in order to come prepared to discuss the question: how did America react to prohibition? | | * Reading and analyzing either Document 1 or Document 2. | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | | **Time** |
| **Hook/Introduction** | **N/A** | **N/A** | | **5 minutes** |
| **Teacher is:** | | **Student is:** | | |
| * Instructing those who read Document 1 to sit in the front half of the room and those who read document 2 to sit in the back half of the room. * Handing out role play cards for the unit role play ( for role play rules see lesson plan for day 1) * As the students enter the room, have written where they can see it clearly (on the board/overhead/computer projector):   **In a representative sample of 115 films from 1930 what percentage of films referred to liquor? What percentage depicted drinking?**  Closest guess for each will get extra credit  Answers will be revealed at the end of class   * Begin recording guesses on a spreadsheet or by hand as the students get settled * Call on any students who are not paying attention or still chatting to take a guess. * When the room is quiet ask if anyone does not know what a representative sample is and explain if they do not. * Acknowledge that not everyone was able to make a guess in such a short time, but that they are able to give the teacher their guesses before the end of the period as long as it doesn’t disturb class | | * Entering the room * Picking a role play card * Getting prepared for class and quieting down * Guessing answers to the question on the board/overhead/computer projector | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | | **Time** |
| **Document Analysis/ America's Reaction to Prohibition Through Images** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing, Understanding, Evaluating* | | **20 minutes for Document search and reflection/ 10 minutes for discussion** |
| **Teacher is:** | | **Student is:** | | |
| * Asking students to place their daily role play journal on their desks * Going over the following clearly displayed instructions with the students: * In partners search online for images which you feel represents America's reaction to prohibition * Each partner should pick 1 image and print out 2 copies (make sure you cite where you got it from!) * Take 5-10 minutes and write why you feel the image you chose represents America's reaction to prohibition, keep the second copy of your image attached to this. * When you are done:   Group 1: come to the front of the room and tape one copy of your image to the poster board (keep the second copy for your homework)  Group 2: go to the back of the room and tape one copy of your image to the poster board (keep the second copy for your homework)   * Return to your seat | | Listening | | |
| * Walking around the room and monitoring the students progress, answering any questions, reminding them to go past the first page of Google images * Checking off role play journals | | * Placing their role play journals out to be checked off * Searching for images/ printing out 2 copies of an image which they feel represents America's reaction to prohibition * Spending 5-10 minutes writing why they feel the image they chose represents America's reaction to prohibition * Going to either the front or back of the room and attaching their image to the poster board | | |
| * When everyone has completed the tasks, instructing group 1 to go and see the poster board in the back of the room and group 2 to see the poster board in the front of the room | | * Looking at whichever poster board they did not post to | | |
| * Asking everyone to return to their seats * Requesting that someone from each group to summarize for the class what document they analyzed | | * Returning to their seats * listening or summarizing for the class what document they analyzed | | |
| * Guiding a discussion about: * Which images were chosen and why they were chosen * What might have been missing from either of the documents * How the two documents might work together to create a more complete picture about American reaction to prohibition * How information can be manipulated by removing context / how students can avoid this when researching | | * Listening, offering insights, asking questions | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** | |
| **Transition** | **N/A** | **N/A** | **5 minutes** | |
| **Teacher is:** | | **Student is:** | | |
| * Bringing the discussion to a close, remind the class that, while there were varied reactions to prohibition, we have already learned about the Temperance movement and enforcement attempts so today the focus is on resistance. * Continuing to monitor the role play, ensuring it isn’t taking too much time from or disrupting class work | | Listening | | |
| * Instructing the class to count off in 5's and assemble in their groups | | * Counting off by 5's/moving into their groups | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** | |
| **Digital WANTED Poster** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Remembering, Understanding, Applying, Creating* | **45 minutes** | |
| **Teacher is:** | | **Student is:** | | |
| * While ensuring the directions are displayed in the front of the room, Go over with the students that each group will be researching one of the following groups in order to make and present a digital WANTED poster: * Bootleggers * Smugglers * Flappers * Speakeasies * Organized Crime * Letting the students know that each poster must meet the following criteria: * Has the name of the group and any alias' (any other nicknames for the group) prominently displayed * Has an image which represents the group * Has an accurate and completed "Wanted for the crime (s) of" section * Has a sources cited section saved to a separate page * Will be ready to present during next class. * Showing the students a few examples of WANTED posters | | Listening | | |
| * Walking around, monitoring progress, asking and answering questions about the students work, telling the class how much time remains | | * Working in groups to research their resistance group/organizing the information they find into a WANTED poster | | |
| * When 5 minutes remains, instructing the class to clean up and return to their seats | | * Finishing up their posters/cleaning up/ returning to their seats | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** | |
| **Closure** | **N/A** | **N/A** | **5 minutes** | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** | |
| **Teacher is:** | | **Student is:** | | |
| * Once everything is put away, in the last 5 minutes of class, reveal the answers to the question posed at the beginning of class:   **78% of the films referred to liquor and 66% depicted drinking.[[1]](#footnote-1)**   * Find out who the winners are! | | * Listening to find out the answer and see who guessed closet. | | |
| **Discussing Homework** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized* | *Analyzing, Understanding* | **5 minutes** | |
| **Teacher is:** | | **Student is:** | | |
| * At the end of the clean up time, instructing students to remember to fill out their role play journal as well as reflect on the image they chose at the beginning of class to answer the following questions: * Using the second copy you printed as a reference: do you still think this image represents America's reaction to prohibition? * If yes, why? * If no, can you find (and attach) another picture which better represents America’s reaction to prohibition? * Please turn in all images with your reflection | | * Analyzing and writing | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation/Accommodation:** | | | |
|  | **Accommodation/modification to CONTENT** | **Accommodation/modification to PROCESS** | **Accommodation/modification to PRODUCT** |
| Student with ADHD | **N/A** | If student is having trouble focusing with one group allow them to spend time working with other groups | **N/A** |
| Students (2) who read/write three grade levels below class grade | For previous night’s homework: provide students with either a shortened or highlighted version of document 1 or 2 depending on their reading level | For the group poster, ensure they are in a group with stronger readers who can provide peer guidance | Allow for shorter reflections, but still grade for logic and understanding |
| Students (2) who receive ESL services | For previous night’s homework: provide students with either a shortened or highlighted version of document 1 or 2 depending on their proficiency level | For the group poster, ensure they are in a group with stronger English speakers who can provide peer guidance | For the student with greater proficiency: allow for shorter reflections, but still grade for logic and understanding/ For the student with less proficiency allow understanding to be orally communicated |
| Student who is in a wheelchair | **N/A** | Ensure that the computer lab/library has enough aisle room so that the student may participate in looking at the poster boards. | **N/A** |

|  |
| --- |
| **Attention to Literacy:** |
| * Students will be analyzing while reading the homework text and writing reflections on images. * While researching and creating WANTED posters, students will be reading, locating key information and typing. * Student will be encountering new terms and expanding their vocabulary while researching. |

|  |
| --- |
| **Assessment and Evaluation of Student Learning:** |
| * Students’ participation throughout the period will be monitored: did they contribute to group research and the group poster? * Students ‘ reflections about the images they chose, both the part written in class and the part written for homework, will be graded for understanding and logic. |

1. Kyvig, D. E. (2000). *Repealing National Prohibition, Second Edition.* Chicago: University of Chicago Press. [↑](#footnote-ref-1)